

Health and Social Care

Advanced Subsidiary GCE

Unit **F910**: Promoting Quality Care

Mark Scheme for January 2012

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.














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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

Annotations

Annotation	Meaning
	Good response/positive
	Negative
	Benefit of doubt
	Cross
	Level 1
	Level 2
	Level 3
	Repeat
	Noted but no credit given
	Tick
	Too vague
	Omission mark
	Development of point

Question		Answer	Marks	Guidance
1	(a)	<p>One mark for ONE appropriate example of indirect racial discrimination</p> <ul style="list-style-type: none"> • applicants for a job must be clean shaven • prohibiting its employees from wearing hats • height restrictions • only allowing applicants from a certain area • ethnocentric curriculum • information provided in one language only • no provision for diet and prayer • services available on specific days only <p>One mark for ONE appropriate example of direct racial discrimination</p> <ul style="list-style-type: none"> • verbal abuse • physical abuse • refusal to allow access, eg job, education, goods and services, housing • excluding an individual <p><i>Accept examples of these</i></p>	2x1	Do not accept 'name calling' on its own

Question	Answer	Marks	Guidance
(b)	<p>One mark for each, FOUR required</p> <ul style="list-style-type: none"> • upset / sad / unhappy • angry • frustrated • withdrawn • annoyed • humiliated • embarrassed • low self-esteem / self-worth / worthless • low self-confidence • depressed • devalued • stressed / ill health • lonely / isolated / excluded • self-harming • self-fulfilling prophecy • anxious / frightened / scared • difficult to get employment • experience poverty 	4x1	Accept any suitable effect

Question	Answer	Marks	Guidance
(c)	<p>One mark for each way, THREE required One mark for each description, THREE required</p> <p>Provide training / induction for staff on policy / legislation / care values so they follow correct procedures and adopt appropriate attitudes</p> <p>Mentoring system to help staff and give them advice / support</p> <p>Monitor / observation of their staff's performance so they can reflect and improve</p> <p>Staff meetings to share concerns / communicate pwus needs / share good practice</p> <p>Good handover procedures to ensure consistency in care and good standards</p> <p>Provide policies / Procedures / guidelines – to ensure staff understand how attitudes can influence practice</p> <p>Good management structure - a clear hierarchy and procedures. Approachable and effective managers / named person responsible (in charge)</p> <p>Appraisals – to reflect current practice and look for improvements</p> <p>Correct / specialist equipment – promotes good ethos in practitioners</p>	<p>3x1 3x1</p>	<p>Descriptions are examples only – others may be appropriate.</p> <p>Do not accept</p> <ul style="list-style-type: none"> • inspection (external) • feedback from pwus

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(d)	<ul style="list-style-type: none"> • helps them do their job effectively / raises awareness of... • ensures that they are treated fairly / with equality (<i>not equally or the same</i>) • guides them about good practice / legal requirements • helps to protect them from accusations / or discrimination / feel safe • ensures that they are all working to the same high standards / goals • system of redress / know how to complain • promotes opportunities for staff eg job promotion • improve reputation of the setting • promotes trust / good relationships • give them rights 	8	Candidates need to explain benefits of policies / codes of practice / charters to practitioners	<p>Level 3 response: 7-8 marks There will be a detailed explanation of at least two benefits to practitioners of policies / codes of practice / charters. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 response: 4-6 marks They will include a basic explanation of at least one benefit to practitioners of policies / codes of practice / charters. Answers will be factually correct. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 4 for one benefit done well.</i></p> <p>Level 1 response: 0-3 marks Limited evidence of one or two benefits to practitioners of policies / codes of practice / charters List-like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question	Answer	Marks	Guidance												
2 (a)	<p>One mark for each aspect, THREE required</p> <ul style="list-style-type: none"> • promoting the equality and diversity of pwus • promoting individual rights and beliefs • maintaining confidentiality <p>One mark for each explanations, THREE required</p> <ul style="list-style-type: none"> • giving him choice in food • place and time to pray • maintaining privacy for Sudan, eg drawing curtains around • non-discriminatory language when talking to Sudan • keep details about Sudan safe, eg using passwords, locked filing cabinets • need to know basis / information to be kept confidential about Sudan • acknowledge any culture / religion that is relevant to Sudan eg see staff of the same sex 	3x1 3x1	<p>Accept</p> <ul style="list-style-type: none"> • equality or diversity • rights or beliefs <p>Answers are relatively interchangeable but must be applied to Sudan.</p>												
(b)	<p>One mark for identifying barriers, THREE required</p> <p>One mark for explanation, THREE required</p> <table border="1" data-bbox="315 938 1279 1385"> <tr> <td data-bbox="315 938 696 975">psychological</td> <td data-bbox="696 938 1279 975">fear of discrimination / racism / stigma</td> </tr> <tr> <td data-bbox="315 975 696 1075">Financial/economic</td> <td data-bbox="696 975 1279 1075">minority ethnic groups more likely to be on lower incomes / unemployed so cannot afford transport costs</td> </tr> <tr> <td data-bbox="315 1075 696 1176">cultural</td> <td data-bbox="696 1075 1279 1176">experiencing racism / cultural differences. Ethnocentrism, not providing prayer rooms, limited food choice</td> </tr> <tr> <td data-bbox="315 1176 696 1246">communication/language</td> <td data-bbox="696 1176 1279 1246">not speaking English as first language. Unaware of services.</td> </tr> <tr> <td data-bbox="315 1246 696 1316">location/geographical</td> <td data-bbox="696 1246 1279 1316">minority ethnic groups more likely to live in area with poor services</td> </tr> <tr> <td data-bbox="315 1316 696 1385">physical</td> <td data-bbox="696 1316 1279 1385">discrimination due to racial features</td> </tr> </table>	psychological	fear of discrimination / racism / stigma	Financial/economic	minority ethnic groups more likely to be on lower incomes / unemployed so cannot afford transport costs	cultural	experiencing racism / cultural differences. Ethnocentrism, not providing prayer rooms, limited food choice	communication/language	not speaking English as first language. Unaware of services.	location/geographical	minority ethnic groups more likely to live in area with poor services	physical	discrimination due to racial features	3x1 3x1	<p>Do not accept generic barriers / explanations which cannot be linked to minority ethnic groups only, eg disability.</p> <p>Do not accept</p> <ul style="list-style-type: none"> • fear of treatment, eg dentist • 'physiological' instead of psychological
psychological	fear of discrimination / racism / stigma														
Financial/economic	minority ethnic groups more likely to be on lower incomes / unemployed so cannot afford transport costs														
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Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	<ul style="list-style-type: none"> provide transport / volunteer drivers because of financial reasons - MEGs may be more likely to be unemployed / on low incomes campaigns to raise awareness / change attitudes; may have less awareness of services / language barriers promotion of self-advocacy to give individuals a 'voice' funding – identifying additional sources for particular needs of ethnic minority groups joint planning and funding between services to increase efficiency / ensure better coverage leaflets / information in a variety of languages so that it's accessible by all outreach services available eg for Muslim women provide interpreters provide choice of food eg halal, kosher / prayer rooms range of staff – to reflect local population flexible appointment times to suit cultural needs train staff to work with MEGs 	8	<p>Candidates need to give an analysis of ways health care services could facilitate access to their services</p> <p>Do not award examples related to disability.</p>	<p>Level 3 response: 7-8 marks There will be a detailed analysis of at least two ways health care services could facilitate access to their services for minority ethnic groups. The link to MEGs must be explicit. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 response: 4-6 marks They will include a basic analysis of at least one least way health care services could facilitate access to their services for minority ethnic groups. Answers will be factually correct. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 4 for one way done well.</i></p> <p>Level 1 response: 0-3 marks Limited analysis of one or two ways health care services could facilitate access to their services for minority ethnic groups. List like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive. <i>Sub-max of 3 if no link to MEGs.</i></p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(a)	<ul style="list-style-type: none"> • exclusion from material resources / fuel poverty • exclusion from social activities • exclusion from civic activities • exclusion from basic services • neighbourhood exclusion • relying on family / friends for support / lack of independence / feeling a burden • lack of access / less care in community services • stigma / stereotyping / discrimination • allowed more of a voice in society • positive employment practices • longer working life • voluntary activities • fear of crime / feel vulnerable • sensory impairments / mobility issues • cuts in services for older people • more leisure opportunities • concern about ageing process 	8	<p>Accept examples of these issues</p> <p>Accept positive examples</p>	<p>Level 3 response: 7-8 marks There will be a detailed discussion of at least two issues that older people could face in society today. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 response: 4-6 marks They will include a basic analysis of at least one issue that older people could face in society today. Answers will be factually correct. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 4 for one need / issue done well.</i></p> <p>Level 1 response: 0-3 marks Limited analysis of one or two issues that older people could face in society today. List like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p>Equality Act -protection against direct and indirect discrimination, harassment and victimisation in services and public functions; premises; work; education; associations, and transport. protection for people discriminated against because they are perceived to have, or are associated with someone who has, a protected characteristic, so providing new protection for people like carers.</p> <p>Employment Equality (Age) Regulations -make it unlawful to discriminate against employees, job seekers and trainees because of their age. This includes direct and indirect discrimination, harassment and victimisation. The regulations also: removed upper age limits on unfair dismissal and redundancy; introduced a national default retirement age of 65, making compulsory retirement below 65 unlawful unless objectively justified ; gave all employees the right to request to work beyond 65 or any other retirement age set by the company.</p> <p>NHS & Community Care Act / DDA / PoVA / V&B scheme / DBS / MHA / MCA – if linked to older people.</p>	7	No mark for naming a piece of legislation	<p>Level 3 response: 6-7marks There will be a detailed description of at least two features of legislation that seeks to address the needs of older people. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 response: 3-5 marks They will include a basic description of at least two features of legislation that seeks to address the needs of older people. Answers will be factually correct. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 4 for one feature done well.</i></p> <p>Level 1 response: 0-2 marks Limited description of one or two features of legislation that seeks to address the needs of older people. List like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive. Answers not explicitly linked to older people must be in this level.</p>

Question		Answer	Marks	Guidance
4	(a)	<p>One mark for each, piece of legislation identified, FIVE required</p> <ul style="list-style-type: none"> • children and young people, eg Every Child Matters, Children Act • vulnerable adults, eg PoVA, V&B scheme, Mental Health Act, Mental Capacity Act • people with disabilities, eg Disability Discrimination Act, Equality Act • minority ethnic groups, eg Race Relations Act, Equality Act • men and women, eg Sex Discrimination Act, Equal Pay Act, Equality Act <p>Accept Human Rights Act once only.</p> <p><i>Accept correct abbreviations.</i></p>	5	<p>Year not required.</p> <p>Do not credit if incorrect wording, eg Disability Act.</p> <p>Mark first response given.</p> <p>Accept more than one use of 'Equality Act' where given correctly.</p>

Question		Answer	Marks	Content	Guidance
	(b)	<p>Advertising</p> <ul style="list-style-type: none"> • advertise in a wide range of areas to ensure different groups can access the job • use an EOP logo to indicate they are EOP employers and encourage certain groups. • analyse monitoring forms to make sure the system is working correctly. • use of positive statements to indicate they are EOP employers and encourage certain groups. • non discriminatory language in the advertisement so no one is put off from applying <p>Interviewing</p> <ul style="list-style-type: none"> • non-discriminatory questions so no illegal questions are asked. • same questions to all to ensure all candidates get a fair interview • no personal questions that would disadvantage certain groups. • mixed panel to ensure fairer representation and balanced views • accessible time and place so that certain groups are not disadvantaged <p>Applicable to both</p> <ul style="list-style-type: none"> • use policies / legislation for guidance • select on merit 	10	<p>Ways an organisation can ensure interviewing and advertising procedures promote equal opportunities.</p> <p>Levels checklist:</p> <p>L3: 2+2 or 2+1 or 1+2 Detailed explanation High QWC</p> <p>L2: 1+1 or 2 or 2 Basic explanation Sound QWC</p> <p>L1: 1 or 2 List-like Low QWC</p>	<p>Level 3 response: 8–10 marks There will be a detailed explanation of at least two ways an organisation can ensure interviewing and advertising procedures promote equal opportunities. They must address both areas to be placed in this band. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 response: 5-7 marks They will include a basic explanation of at least two ways an organisation can ensure interviewing and advertising procedures promote equal opportunities. Candidates that discuss both areas should be placed at the top of this band. Answers will be factually correct. There will be some errors of grammar, punctuation and spelling. <i>Sub-max of 5 if just advertising or interviewing done well.</i></p> <p>Level 1 response: 0-4 marks Limited evidence of one or two ways an organisation can ensure interviewing and / or advertising procedures promote equal opportunities. List like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question		Answer	Marks	Guidance
5	(a)	One mark for partial definition Two marks for clear definition, ONE required	2	For example: The way(s) by which a carer or person / self encourages an individual / themselves to make informed choices / decisions [1] so that they take control of their own life [1]

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p>Agencies - description</p> <p>Media - stereotypical portrayal in soaps / news giving a narrow attitudes towards people; positive information portrayed this way</p> <p>Peers – listening / imitating peer groups / taunting people who are ‘different’</p> <p>Education – learning at school, perhaps more positive portrayal</p> <p>Workplace – employees / employers may have a negative / positive view of people</p> <p>Religion – teach values and attitudes</p>	7	<p>Accept positive and negative discussions.</p> <p>The descriptions given must relate to attitudes.</p>	<p>Level 3 response: 6-7 marks There will be a detailed discussion of at least two agencies of secondary socialisation and how they could influence a person’s attitudes. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2 response: 4-5 marks They will include a basic discussion of at least two agencies of secondary socialisation and how it could influence a person’s attitudes. Answers will be factually correct. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 4 for one agency done well / discussion related to behaviours not attitudes.</i></p> <p>Level 1 response: 0-3 marks Limited discussion of one or two agencies of secondary socialisation and how they could influence a person’s attitudes. List like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question	Answer	Marks	Guidance
(c)	<p>One mark for a partial explanation Two marks for a clear explanation, THREE required</p> <ul style="list-style-type: none"> • lonely / isolated / excluded / withdrawn – may not want to mix with people; fears going to service • low self-esteem / self-worth / worthless – slowly begins to erode; makes them feel unworthy so do not seek help • low self-confidence – difficult to go and see providers / apply for help / support due to previous experiences • depressed – feels very low; hard to motivate themselves • stressed / ill health – effects of the experience may bring on illnesses, depression • self-harming – in severe cases may resort to this as a cry for help • self-fulfilling prophecy – begin to believe what they have been told and how they have been treated • anxious / frightened / scared – if the prejudice / attitudes have been threatening they may not want to go out, leave their homes • embarrassed – therefore avoid services / do not confide in practitioners • angry / frustrated- resent treatment / not seek help / make a complaint • feel more determined to achieve 	<p>3x1 3x1</p>	<p>No marks for simply listing effects.</p> <p>Accept:</p> <ul style="list-style-type: none"> • changes in behaviour

Question		Answer	Marks	Content	Guidance
					Levels of response
6		<p>Strengths</p> <ul style="list-style-type: none"> • helps raise awareness • gives people more rights • more opportunities for groups in society / improved access eg disability • closed pay differentials to an extent • more equality in terms of job opportunities • high profile cases have been won so people think differently • school curriculum more equality and encouragement to partake in range of subjects • system of redress / support • helped to reduce discrimination • merging of previous laws may make the process of seeking redress easier • commissions provide support 	15	<p>Candidates may use examples / cases to support their answer.</p> <p>Levels checklist:</p> <p>L3: 2 + 2 – Balanced eval High QWC</p> <p>L2: 1+1 or 2 or 2 Basic eval Sound QWC</p> <p>L1: 1 or 2 List-like Low QWC</p>	<p>Level 3 response: 12-15 marks Detailed and balanced evaluation of the effectiveness of legislation designed to reduce discrimination in society. Two strengths and weaknesses needed. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling. For full marks an appropriate conclusion must be given.</p> <p>Level 2 response: 7–11 marks Basic evaluation of legislation designed to reduce discrimination in society. Top end of this band will include at least one strength and one weakness. Answers will be factually correct. There may be some errors of grammar, punctuation and spelling. <i>Sub-max 8 strengths or weaknesses done well.</i></p> <p>Level 1 response: 0–6 marks Limited evaluation of legislation designed to reduce discrimination in society. List like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>Weaknesses</p> <ul style="list-style-type: none"> • legislation alone does not reduce discrimination / discrimination still exists – need to work harder at changing attitudes • more emphasis within education, advertising, media etc to improve role models and reduce stereotypes • difficult to police the amount of discrimination occurring / hard to prove • still big differences in pay between men and women / ethnic groups / people with disabilities • top positions in business and politics still held by men / people without disabilities / white individuals • stereotyping still very influential eg influence of the family / media • cost / emotional stress and time to take cases to court • many people unaware of their rights / do not understand their rights • glass ceiling / drawbridge effect • fear of victimisation 			

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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